

Philosophy of Coaching

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Editor's Introduction

Welcome to the fourth issue of the biannual, peer reviewed, open access academic journal *Philosophy of Coaching*.

This is the first issue that has not been focused on a specific theme. Instead, in our Call for Papers we invited submissions on any and all topics relevant to the mission of the journal.

That mission, once again, is to:

- Initiate and sustain a rigorous, relevant inquiry into the nature and value of coaching
- Clarify assumptions embedded in the teaching and practice of coaching
- Critically examine and explore the implications of empirical research in the field
- Situate the field and the practice of coaching within a broader socio-cultural and historical frame
- Explore the structure and impact of the institutions defining and governing the field

All the articles in this issue deliver fulsomely on that mission.

Tatiana Bachkirova and Simon Borrington's 'The Limits and Possibilities of a Person-Centered Approach In Coaching Through the Lens of Adult Development Theories' situates coaching against the backdrop of Carl Rogers' Person Centered Approach (PCA) to psychotherapy, asking when coaching aligned with PCA is appropriate and when it is less so. In answering this question she draws on a range of adult development theories, bringing them together under her own useful rubric of unformed, formed and reformed ego. The paper is helpful for anyone struggling to reconcile the different developmental theories, as well as practitioners looking to understand both the possibilities and limitations of different approaches to coaching, especially approaches aligned with PCA.

Michael Armour's paper, titled 'Supervision's "Three Amigos": Exploring the Evolving Functions of Supervision and its Application in the

Field of Coaching,' focuses on the emerging field of coaching supervision in relation to its precursors in psychotherapy and social work. Amour asks, How are these professions different, and what are the consequences of those differences for supervision? In particular, given that coaching takes place in many different settings (including organizations) and has yet to find itself theoretically, how does coaching supervision need to be different to psychotherapy and social work supervision in terms of its core functions?

Dorrian Elizabeth Aiken and Salome Van Coller-Peter, in their article 'Developing Leaders at Business Schools with Coaching Skills Aligned with the Goals of Responsible Management Education,' take on the challenge of defining leadership development in business schools in line with the Principles for Responsible Management Education (PRME) and Sustainable Development Goals (SDGs) set out by the United Nations in 2015. Claiming that too often leadership development in organizations is delivered through off-site training that fails to deliver sustainable change, and drawing on their experience teaching the MPhil in Management Coaching at Stellenbosch Business School, they point to vertical development and the teaching of coaching skills in business schools as the key to developing leaders capable of improving the well-being for all earth's citizens.

Finally, Laura Lang's 'Coaching To What End? The Development and Enactment of a Shared Critically Oriented Coaching Discourse' focuses on literacy coaching in schools, and the value of co-creating a shared discourse among literacy coaches to support the social and political dimensions of their work. Lang's paper provides an example of how coaches can come together to develop a unique perspective, captured in a discourse, that is then capable of impacting the larger culture within which coaching takes place.

This issue of *Philosophy of Coaching* also includes two book reviews.

Elena Khomenko reviews *The 9 Types of Leadership: Mastering the Art of People in the 21st Century Workplace* by Beatrice Chestnut (2017), and Tamar Kagan reviews *Who Do We Choose To Be?: Facing Reality, Claiming Leadership, Restoring Sanity* by Margaret Wheatley (2017).

If you like what you read in these pages and would like to get involved, we are actively seeking the following:

- Peer reviewers for future issues of the journal. If you are an expert in your field, please write to us and tell us what you're interested in reviewing.
- Writers for future issues of the journal. If you are a researcher, educator or coach practitioner, consider submitting your work for review and possible publication. Our most recent Call for Papers is on our website at philosophyofcoaching.org
- Suggestions for future themes. If there's a pressing question or concern you have about coaching as a field of inquiry or as a practice, send it along and we will try and turn it into a theme.
- Champions. Your colleagues can subscribe to the journal for free at philosophyofcoaching.org/subscribe.

You can always get in touch with me directly at julian@philosophyofcoaching.org.

I hope you enjoy this issue of the journal.

Julian Humphreys
Editor-in-Chief
Philosophy of Coaching: An International Journal

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